SQA

Understanding 20th and 21st Century Music

SCQF: level 5 (6 SCQF credit points)

Unit code: J257 75

Unit outline

The general aim of this Unit is to enable learners to develop knowledge and understanding of 20th and 21st century musical styles and genres, and an understanding of how music technology has influenced and been influenced by 20th and 21st century musical developments, through investigation and listening activities. Learners will develop awareness of the implications of intellectual property rights in the context of music production.

Learners who complete this Unit will be able to:

1   Describe how technological developments relate to 20th and 21st century music
2   Use listening skills in the context of 20th and 21st century music

This Unit available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in *Unit Assessment Support.*

Recommended entry

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by the following or equivalent qualifications and/or experience:

♦ National 4 Music Technology Course

Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information, please refer to the *Unit Support Notes.*

Standards

Outcomes and assessment standards

Outcome 1

The learner will:

1   Describe how technological developments relate to 20th and 21st century music by:

1.1   Describing a range of genres and styles
1.2   Describing the main technologies used by a range of genres and styles
1.3   Explaining, in simple terms, the need to protect intellectual property

Outcome 2

The learner will:

2   Use listening skills in the context of 20th and 21st century music by:

2.1   Identifying examples of a range of genres and their main attributes
2.2   Identifying examples of a range of relevant music concepts

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

For this Unit, learners must provide evidence of their understanding of aspects of 20th and 21st century music, and related technological developments. Evidence for Outcomes 1 and 2 could be generated through a single activity but is more likely to be generated over a series of activities.

Evidence for Outcome 1 should be in an appropriate format that can be presented to others, which may be visual, written, oral, electronic or some other format.

Evidence for Assessment Standard 1.1 should refer to a range of genres. Appropriate genres could include rock 'n' roll, Scottish, Celtic rock, '60s pop, punk, country, hip hop and musicals.

Relevant music concepts for Outcome 2 should include a range of terms relating to melody and harmony, rhythm and tempo, texture, structure and form, and timbre and dynamics.

Exemplification of assessment is provided in *Unit Assessment Support*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes.*

Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

3   Health and wellbeing

3.1   Personal learning

4   Employability, enterprise and citizenship

4.2   Information and communication technology (ICT)

5   Thinking skills

5.2   Understanding
5.3   Applying

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work.* The level of these skills should be at the same SCQF level s the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes.*

Administrative information

Published: July 2019 (version 2.0)

Superclass: LF

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
2.0	Unit code updated	Qualifications Manager	July 2019